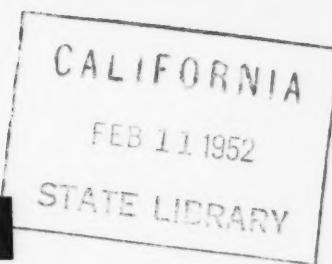


BULLETIN



**of the school library
association of california**

january, 1952

volume 23, number 2

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MEETINGS AND EVENTS — SPRING 1952

SOUTHERN SECTION MEETINGS AND EVENTS

BOOK BREAKFASTS:

Chairman: Jean Galehouse

Place: Manning's Coffee Shop, 319 West Fifth St., Los Angeles. **Parking:** Olive near Fifth, and Flower near Fifth.

Time: 9:00 A.M. Bring your breakfast to the balcony. If you have breakfasted, have coffee with us as we must guarantee a minimum of 10 cents per person.

Dates: February 2, 1952
(April 5 meeting cancelled, because of State Meeting.)

SPRING MEETING

To be announced.

NORTHERN SECTION

BOOK MEETINGS:

Chairman: Geraldine Ferring

Date: March 8, 1952.

Place: Sacramento.

Speaker: Mrs. Olga Ilyin, author of "Dawn of the Eighth Day," Holt, 1951

SPRING MEETING

Chairman: Yvonne Poirier

Date: May 10, 1952

Place: Richmond, California

Program: To be announced later

SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

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Chairman: Publicity Committee	Miss Bess Landfear, Audio-visual aids department, San Francisco Public Schools, 750 Eddy St., S.F. Home address: 1132 Kirkham, S.F. Telephone: MOntrrose 4-0400.

COMING IN THE BULLETIN

The March issue will be, as usual, the Directory number.

RESERVE THE WEEK-END OF APRIL 5 FOR STATE MEETING

The beautiful Claremont Hotel in the Berkeley hills will be the setting for the State Meeting of the School Library Association of California this year.

Mrs. Maurine Hardin, program chairman, reports that the theme of the luncheon on Saturday, April 5, will be "Television as It Affects the Library." Plans are well under way for a most entertaining affair. The business meeting will be held Sunday morning. This leaves Saturday evening free for visiting and sight seeing in San Francisco and the Bay area.

Since the Claremont could promise to reserve space for only a limited number it will be wise to make reservations early. Many, however, may prefer to stay in San Francisco. There is excellent train service direct from the San Francisco Terminal to the Claremont, and the twenty-minute ride across the bay bridge is always interesting.

Plan to start your Easter vacation with the State Meeting. Here you will combine the pleasure of seeing friends from all over the state with professional service in your school library organization.

BULLETIN

OF THE SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

January, 1952

Volume 23, No. 2

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Cover design by Peter Lang, of Joseph C. Laney Trade and Technical Institute, Oakland

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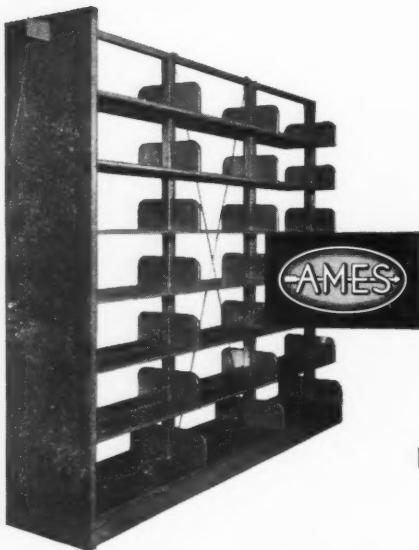
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BOOK SELECTION

A provocative talk at a Book Dinner in San Francisco last winter by Howard Pease, the popular author of adventure stories for boys, aroused so much discussion and interest that your editor had the temerity to ask him to write an article for the *Bulletin* on his ideas as to what values a book for young people should have. The result is not only the article "Do You Read a Book?" in this issue, an article that every reader will find challenging, but a whole issue devoted to the subject of book selection.

All those who have been in the classes of Dr. Walter Loban, of the University of California, or who have been fortunate enough to hear a lecture by him, will be eager to read his point of view on this subject. Those who are not acquainted with Dr. Loban's work will be glad to discover in him a new and understanding leader in the field of literature for young readers.

Two articles stress techniques for judging books. Mr. Feasley's title should not mislead the reader into thinking that this article applies to textbooks only. He describes a very useful method for evaluating any non-fiction book. Geraldine Ferring outlines a practical plan for selecting titles for a recommended book list. School systems which are planning such a list will find Miss Ferring's description of San Francisco's plan worthy of careful study.

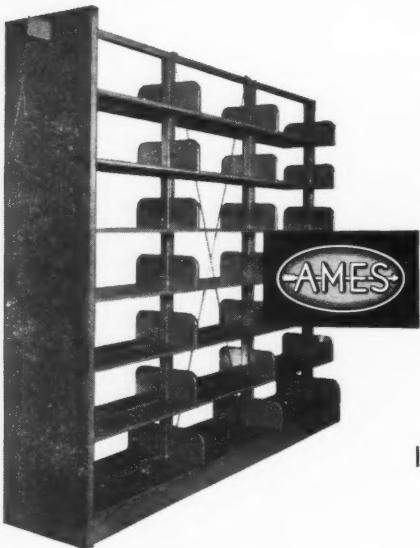
A questionnaire was sent to all Northern Section members last fall asking them to let the Bulletin editor know what subjects they would like discussed in *Section Notes*. The returns asked over and over for short cuts in cataloging. As a result, our College Section this quarter has an article on this subject by Miss Anne E. Markley of U. C. School of Librarianship, an article that will be equally useful to all librarians whether in elementary, secondary, or college libraries.

Book Bindings

Any discussion of book selection should consider a secondary factor, namely, the type of binding to be selected for each book that is ordered. An experienced librarian will, in most cases, decide in favor of pre-binds, purchased from a reliable company, for those books which will be popular over a long period. The higher price will be more than justified since the books will wear at least four times as long. If, however, a book will have a limited appeal or use, the ordinary trade edition will probably be the most economical purchase.

Some librarians are now experimenting with a new type of binding for books which will be popular for a relatively short time. In this case the book is resewed and put back in the publisher's cover. This in turn is covered with a plastic jacket through which the book jacket shows in its gay, bright colors.

Every librarian will find it worth her while to read the new "*Library Binding Manual*" by Feipel and Browning, published by the American Library Association this year. This not only discusses the type of bindings to purchase, but also has much good advice on the problem of when it is economical to rebind books on hand, rather than to purchase new books.



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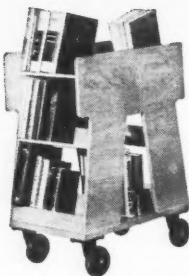
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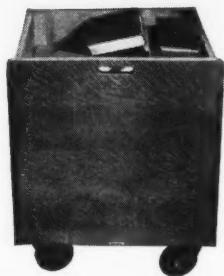
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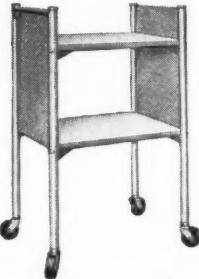
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DO YOU READ A BOOK?

HOWARD PEASE

Once, upon my return from Tahiti, I read a travel book which had been popular some years before: Frederick O'Brien's *White Shadows in the South Seas*. Immediately I realized that, while the author had made no misstatements about those lovely islands, he had, nevertheless, omitted half the picture. While writing, he had worn rose-colored glasses which had obliterated unpleasant facts that would have changed his description of the fairyland he wished to present.

Later, as a social science teacher in a junior high grade, I used a textbook which extolled the beauty of our National Capital and the ideals for which it stood. There was a beautiful illustration of the Lincoln Memorial but no illustration at all of the slum areas and the colored people who live there within three blocks of the Capitol Building itself. Neither was there any mention in the text of the Jim Crow treatment which even today in Washington is bestowed upon so distinguished an American as Dr. Ralph Bunche.

It seems to me that when our history texts narrate our Civil War years we could at least have a footnote saying that, although the North won the war, the South captured our nation's capital and still holds it. In equally small type we might also tell our students about our millions of second-class citizens, black, brown and yellow, who are denied the economic rights of our first-class citizens, who are white. When we hide such facts from our children we are not truly educating them. Instead, we are giving them a view of life that is a distortion of reality.

The furthering of this distortion is still with us in our most recent textbooks, some written by our best children's authors and supervised by our most distinguished professors of history and education. To my desk has come a new textbook which I think is not even negative in its approach (by concealment) but downright positive in the wrong direction. In this social science book for the junior high grades, each of the nine units of work

presents a biography of a great leader in other lands. Gandhi represents India, Fridtjof Nansen represents Norway, Marie and Pierre Curie represent France—all excellent. But Unit Five, Africa, will bear examination. For the African leader, the author and editors have chosen—believe it or not!—David Livingstone, an Englishman who lived a hundred years ago and did noble work among the jungle natives. The illustrations, beautifully done, show the black men with spears kneeling in homage to this white man; a black woman has a large ring through her lip; black savages peer out from behind trees. Argue the point as much as you like, the fact remains that any young and impressionable reader will take away from both illustrations and text the false idea that all Negroes are savages. In an otherwise fine book, this one unit is an anachronism no longer to be accepted without protest.

We need to be much more particular about the books we so blithely put into the hands of young readers.

Some time ago I received, several months apart, two sports stories to review for the *New York Times*. Both stories were so alike they might have been written by the same author and published by the same firm. They weren't. And let me hasten to add that neither was written by John Tunis, whose sports stories are more than sports stories. Unlike a Tunis book, these two had no depths I could discover. But they did have by direct statement certain values which I questioned. Both stories went like this:

In Chapter One the protagonist, just out of high school, arrives at college with three great ambitions. First, he wants to be a football hero. Second, he wants to be a Big Shot, one of the popular boys. Third, he wants to join the most exclusive fraternity on the campus.

Now, because my own son was about to enter college, I asked myself if these were the ambitions I wished him to take there. I said no. But perhaps, I thought, during those next twenty chapters our hero would gain a bit of wisdom. Did he?

You know the answer. In spite of temporary defeats he bravely keeps his chin up. In the next-to-last chapter he is carried from the stadium on the shoulders of his triumphant teammates. At the beginning of the last chapter he finds himself a Big Shot, his friendship sought by all the other Big Shots. And on the final page, in a deeply touching scene, the president of the one and only fraternity steps forward and places the pledge pin in our hero's lapel, while our hero's eyes grow misty. *Finis.*

In looking over these two books, so much alike and so similar to the sports stories I had read as a boy in the year 1910, I found little if any mention of instructors, classes, studies, grades or even future careers. Both stories were well written; both also were, I had to admit, interesting and often exciting. Yet it seemed to me that if the young and impressionable readers of these books went to college with those ambitions, they would most likely run head-on into disappointments. For how many of those readers would ever become football stars, or Big Shots on a campus, or pledges to the most exclusive fraternity? Psychologists tell us that wrong ambitions and grandiose ambitions can make us frustrated and unhappy people. I wrote reviews saying as much; the first review being serious, the second satirical. Afterwards I began to wonder what other reviewers had said. The reviews of the first book were available.

The Library Journal said: "A satisfactory football story for all sports addicts. Routine but wholesome and exactly what the sports reader wants."

"Wholesome!" I echoed in surprise.

All the other reviews were equally enthusiastic. One only contained an idea near to my own. Virginia Kirkus said: "A well sustained story with plenty of sports interest. A good picture of an aggressive, slightly unpleasant lad turned into a social success." She was right. Our hero was indeed a social success.

For most of my adult life I have lived near a great western university, often in close contact with it. I have observed college sports for many years. It is Big Busi-

ness. On nearly every campus it has deteriorated into a racket. Its commercialism snakes its way down into our high schools. College scouts come to our schools and offer subsidies to the best athletes, who may be swimmers or baseball players as well as football stars. These boys are offered tuition, amounting at my neighbor university to \$2,540.00 for the four-year course. Often other colleges put in competing bids.

Once in college, these boys also command the services of tutors, post graduate students themselves who for the most part need money even more than do the athletes. A tutor, being anxious to have his student "pass" and thus keep his tutoring job through the following semesters, has been known to do much of the work himself—a composition, say, due next Friday. In a non-English course, grades are more of a problem. In one such course, a subsidized athlete whom I know received a straight failure in both his mid-term and his final examinations—not surprising since they had been written in class. But was he worried? Not he. Had we not already taught him how to get along?

He appealed to his coach to "fix it." The coach was a good Joe. He apparently knew how to wheedle grades out of an instructor or how to exert pressure, because the boy's final grade was a passing one. His two naive roommates, not being subsidized athletes themselves, were at first astonished, then thoughtful. . . .

Who pays for all these subsidies? At this university it is an alumni group called the Buck-of-the-Month Club. Each member—and they number thousands—gives twelve dollars a year to the cause. All this money is received and disbursed by the Buck-of-the-Month Club in one of the offices of the university's Board of Athletic Control.

Where, I ask, is the sports story that gives an undistorted picture of college athletes?

For years I have had two convictions about books for boys. First, we do not truly educate them if we hide facts. Second, too often we give them a rickety set of values upon which they are expected

to build the good life, the happy one. This second conviction stems from the first. Hiding facts leads to wrong conclusions. If the values implied in those two sports stories are not false, they are at least fleeting. What we need in our books for boys are the enduring values, good at all times.

Recently a librarian, himself a sports fan, asked me why I never wrote a sports story. I told him I lacked the necessary background, though I did have two ideas that interested me. I went on to outline one—an undistorted picture of college athletics as it exists today from coast to coast, a picture that would show the good as well as the bad, and as much of the range between as possible. Two subsidized athletes, I said, would room together in a college dormitory. One would take the slippery path of the boy I knew; the other wouldn't, and this second youth would be my hero, a character I would "make up." The conflict of ideas, the ethical values involved would present real drama, inner drama. But before I had finished with my outline, my friend shook his head in alarm. "Subsidized athletes!" he interrupted. 'Commercialism in college'. Don't write about that. Sure, it's all true. But why be so unpleasant?"

Without success I made an effort to explain why I thought such a book would occupy an important place on a shelf of sports stories.

More hopefully I told him of my second idea. I pointed out that nearly every sports story has as its hero a Joe DiMaggio. Yet would one boy in a thousand ever achieve that distinction? Would one in a million? I myself happened to know two boys who wanted to be big league baseball players. Both, being star players at home, were taken into the "school" run by the San Francisco Seals. Both failed. Heartsick, they were sent back to their home towns. One young man went into the insurance business and is apparently a happy and successful person. The other went into another line of business where he remains an unhappy and frustrated individual. I myself have never happened to know a youth who succeeded with this ambition.

So I would write a story about one of these average boys. He would be a youth who wanted to be another Joe DiMaggio and who failed as most youths with that grandiose ambition must fail. The last part of my book, I said, would show how my hero readjusted himself to a new life on the fringe of the baseball world, with a new ambition and a new set of values.

This time my friend was horrified. "Why, such a book wouldn't sell!" Do you realize what you are doing? You are puncturing the American Dream."

This disclosure left me speechless. I had not thought of my book as being subversive. True, I had said that, instead of my hero's ending up amid the plaudits of the crowd with an income of a hundred thousand dollars, he would end up perhaps as a sports writer on a local newspaper, with an income that was indeed moderate. I intended to show my hero's making good at his new job because, though a sports writer needn't be a writing genius, he does have to know the games and the players and the jargon—and who could know all this from the inside better than my hero? He would become interested and happy in his work, and he would still be a part of the sports world. He would be a real person whom I at least would admire.

To my friend, however, my hero was clearly no hero. He was a failure.

After collecting my thoughts, I threw something like this at my friend: "What you mean is, I'm puncturing the American dream of material success. So what! Isn't it time we got over being perennial sophomores? And isn't it possible that in our headlong pursuit of that glittering dream we have lost some enduring values along the way? It seems to me we could well hold fast to some of our basic values in life, the enduring values which are as good today as they were a hundred years ago—yes, as good today as they were nineteen hundred years ago . . ."

When two people speak a different language, there is no point in one's arguing. And I suspect that my friend is right. From my own experience as a book reviewer I know how few reviewers, as

well as ordinary readers, ever get under the surface of a story to discover what's it's all about. And as an author who has long been on the receiving end of book reviews, I know, too.

Out of my eighteen books in print I have five favorites, five I am proud of having written. I also have two or three I would just as soon forget. Yet, in opening my scrapbook containing all the reviews of my books, I am dismayed to find which books are condemned and which are praised and accepted without question. For instance, *The Jinx Ship*, as I have often said, is a book I never did care for. Written twenty-five years ago, planned and started when I was a member of the black gang on a steamer in the Caribbean, it contains a viewpoint I was evidently not aware of at the time. For years I have increasingly disliked this viewpoint. For years, too, this book has topped in sales every other book of mine. It is also my one book that most often gets on basic reading lists.

None of these things can be said of any of my five favorites. On the contrary, each has been singled out by important reviewers as "unpleasant." Of *Heart of Danger* the Chicago Tribune said: "Not all pleasant—calls for strong nerves." Of *The Dark Adventure* the San Francisco Chronicle, in an unsigned review, said: "Too sordid." (The San Jose Mercury called the same story "too glamorous!") And of *Thunderbolt House*, which tops my list of my own favorites, Virginia Kirkus said: "Pease has chosen an odd situation for the theme of his new book. Personally I found it distasteful and I believe many readers will agree with me."

So I am not stretching my imagination when I say I can see right now the reviews of this sports story about the youth who wanted to be a Joe DiMaggio: "A story of failure. Sports addicts will be disappointed in this one." The author would likewise be disappointed in his sales. Some important stores would not stock the book. Some large city libraries would not buy it for their young people's rooms. The book would therefore reach few of the readers for whom it was intended.

When my friend demanded more "pleasant" sports stories, he was in reality asking me to write escape fiction. It seemed to me we already had too many of these lollipops—nothing but sugar and water artificially flavored and colored. Not that lollipops aren't useful. The best of them can often get the slow reader and the so-called non-reader to come back like Oliver Twist and ask for more. But such books prepare a young person to be a reader only of the slicks with their romantic serials and murder tales. Too often lost to this reader is the joy and satisfaction to be derived from the more serious, the more literary novel.

Furthermore, a continual diet of such books may be harmful. These stories present an unreal world, a way of life which is a distortion of reality, and a scale of values at times questionable indeed. There is nothing in them to help the adolescent adjust himself to the adult world; in fact, they may help to retard that adjustment. The education of this reader has been stopped, like Madame Bovary's at the half-way point.

Dr. Karl Bowman, professor of psychiatry at the University of California and superintendent of the Langley Porter Clinic in San Francisco, recently said: "We overshelter our children, prevent them from learning the unpleasant side of life." Such a practice can lead to situations as tragic as the one in which members of the Long Island basketball team found themselves after a game at Madison Square Garden, when some of these young athletes were arrested for accepting money to throw games. These youths and the men who bribed them are not the only people who are guilty.

Retrace the path of these athletes straight back to high school. On the way, listen to the ballyhoo boys of the press whooping it up at the sidelines. Do not stop on the athletic field or in the gym after you've found the coaches, but go into the classrooms and into the library, too. And don't forget to take down from the shelves our young people's books.

We are all members of the Buck-of-the-Month Club.

THE SCHOOL LIBRARIAN AS A CARRIER OF CULTURE

WALTER LOBAN

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THE LIBRARIAN AS EDUCATOR

The values and attitudes of civilizations are transmitted to youth in many ways. In some cultures of the South Seas and Asia, children and adolescents derive many of their deepest beliefs from tribal rituals, the dance being an especially prominent influence. Our own culture, characterized much more by conflict and complexity, uses many methods to transmit values and beliefs. In this process, the movies, television, and picture magazines claim significant places along side the family, the school, and the church. Books, only one small part of life in the schools, may seem relatively weak as an influence. Nevertheless books are one of the important ways in which our civilization does transmit its values to those who are becoming a part of the culture.

Books, because they are more difficult than movies or television, tend to attract young people with a talent for language and thought. Although other kinds of intelligence are important—skill in carpentry, for example—verbal intelligence is of exceptional importance in a world where communication is so easy and where the most crucial battles are for the minds of men, for the ideas which shall be in the minds of men. The young people who do most of the reading and who profit most from books will supply the majority of the most influential carriers of culture in our society. Books, to such readers, especially literary works of power and artistry, have an appeal which approximates the dance in some other cultures and in many ways surpasses the ritual dance. Literature reaches not only the emotions; it also involves the intellect. Through deep psychological channels such as the projection of the self into the characters of stories, readers combine their emotions with the concepts and values which are inherent in the narrative.

School librarians, although they seldom have the deep satisfaction of knowing the ultimate influence of their work, are among the most important members of the educational profession. The libraries for which they have responsibility can vary amazingly in the quality and breadth of the total book collection. A gifted child from a home with few books is fortunate if he has access to superior libraries in the elementary and secondary schools. All children who can be taught to read with any skill whatsoever are fortunate, also, if the book collection of their school library has been well chosen, for although books are less significant to such children, books need not be completely ineffective in their lives. The extent of this effectiveness is related to the wisdom with which the school librarian builds the book collection.

THE LIBRARIAN AS SCHOLAR

The superior librarian whose selection of books serves its ultimate purpose of reaching and affecting the largest possible number of young people is very close to reality. The scholar-librarian is not in a perpetual quiver of delight over books like *The White Stag*, rare and lovely though this collection of Magyar myths may be. The best school librarians know a great deal about boys and girls, and they know almost as much about the research which deals with the reading interests of youth. They know that most readers pass through stages of development in reading, stages which often call for books which seem crude to adult taste; that content is usually more important than artistry in establishing the reading habit and a joy in books; that boys at the peak of their reading interest seek stories of adventure, sports, rivalry, combat, and humor; that girls prefer stories of home, school, love, success, mild adventure, mystery, and humor; that animals are a strong interest

factor for both sexes, that fairy stories have lost their appeal by the time most American children are ten or eleven years old. These are only a few of the results of research which the best school librarians review in the hours they devote to book orders.

THE LIBRARIAN AS ARBITER

An arbiter is one who controls results, and inasmuch as almost every librarian must choose books within the limitations of a budget, librarians must exercise controls. Presumably these controls are not operated by whim, eccentricity, or the impact of publishers' advertising. In the paragraphs which follow, some suggestions are offered to explain the excellence of those school library collections which grow under the direction of librarians who do accept their responsibility as cultural arbiters.

Every good school library has many books which do little more than delight the average child. In the elementary schools *Smuggler's Island* by Clarissa Kneeland, *Homer Price* by Robert McClosky, and *The Box-Car Children* by Gertrude Chandler Warner are no closer to classic artistry than *Hot Rod* by Gregor Felsen at the secondary level. Yet it is important that books like these be available on all levels; they are invaluable in establishing the love of books for many young readers. Easy vocabularies, broad humor, and close relation to the immediate interests of young readers give books like this a special importance. Because they are so often the route through which a love of reading becomes a deeper search for wisdom, these books must not be neglected.

Good school libraries, quite obviously, balance the easy compelling books with older classics like *Tom Sawyer* and modern classics like *National Velvet*, *Call It Courage*, and *Johnny Tremain*. Once such elementary principles of balance have been achieved, however, the real work of the school librarian begins. She searches

for books which do not subtly imply that all prominent characters have Anglo-Saxon names like Sue Barton, Don Watson, and "Skip" Turner. She watches for stories which depart from the typical upper middle-class background, knowing from her life with young people that there are also broken homes, sub-standard living conditions, and minority groups. Shrewd librarians watch also for books like Anne Emery's *Tradition* in which the main character, an adolescent girl, must make the decision to remain conservatively with the herd or to stand alone and sacrifice the approval of her peers. When a librarian reads a sports story she must not only have enough knowledge of sports to determine whether or not the book will appeal to boys who know the sport, she must also be alert to the kinds of problems the characters face, for it is under the mask of sports stories that many boys find fictional assistance with the teen age problems that for girls appear more obviously in books like *Seventeenth Summer* and *Going on Sixteen*.¹ Sports stories by writers like Silliman, Tunis, and Graham prove to be more than athletic narrative. *Wonder Boy* by William Heuman and *Fullback for Sale* by Jackson Scholz are examples of this richer type of content in a popular area of fiction.

The genuine contribution of the librarian thus lies beyond the elementary principles of the balance between books which contribute to the fun of reading and books which have the power to stimulate and order thought. More subtle balances are sought: content which will offset unquestioned false stereotypes or such dangers of our time as the diminishing sense of individuality. Books which have multiple levels of worth are also important, for they present more than good narrative. They include also the problems young people are currently attempting to solve. If, in addition, the content of such books is artistically presented the greatest find of all has been made.

¹The writer is indebted for this insight to Mrs. Ruth Treveiler, school librarian at Roosevelt Junior High School, Oakland, California.

THE LIBRARIAN AS IMAGINATIVE CONSULTANT

At the midpoint of the century, many teachers of English in the secondary schools are developing a new approach to the teaching of literature. "In some classes teachers find that common experiences—activities, dramatizations, discussions, oral readings—are more effective in unifying the class than the reading of any one selection."² As the secondary schools approach the objective of educating all the children of all the people, classes have come to vary greatly in abilities and in response to literature. One method of dealing with such classes is the organization of the language arts around some central problem, concept, or theme. Units often appear with titles like *Win or Lose* (a unit which begins with an emphasis on sports and broadens into an application of good sportsmanship to the business of living). Other units which have been successful in some schools are *Meeting a Crisis*, *Growing Up*, *Humor is Where You Find It*, *The Meaning of Success*, and *Loyalties*. Usually such a plan of instruction lasts from two to six weeks and is initiated by the reading of a few literary selections in common. This common material may consist of appropriate short stories, poems, or a drama from available textbooks. Sometimes the common experience may include a movie or a one-act play prepared in advance by a special group of students. After the basic ideas or directions of the unit have become clear in the minds of the students, the reading is differentiated according to the reading abilities and individual interests of the pupils. Each student may read a different book, but each book bears some relation to the central concern of the unit. For instance, in a ninth grade unit the central theme might be *Overcoming Obstacles*. A gifted pupil might read *Arrowsmith* and several other selections, an average pupil might read *Shuttered Windows*, and one of the slow readers might

finish *Lou Gebrig, A Quiet Hero*. Culminating activities for such a method of teaching usually provide some form of discussion in order to share the various books. The discussion is centered around questions or topics which permit each reader to contribute from the book he has read.

Librarians who really know the books in their collections will find pleasure in thinking about books in terms of the themes or problems teachers are emphasizing. An imaginative librarian who can see relationships reads beneath "what happens" in a story. She will recognize *Boy on Horseback* as something more than a horse story and suggest it for a unit on *Growing Up* along with Saroyan's *Human Comedy* and Rawlings' *The Yearling*. Many librarians find it an interesting challenge to help teachers of English put books together in this new fashion.

THE LIBRARIAN AS REALIST

Although the librarian recognizes her significance as educator, scholar, arbiter, and imaginative consultant, she escapes the sin of pride. She realizes that a book often serves only as a catalyst for feelings and ideas which have already been engendered in the reader by other experiences. She admits that books often do not greatly influence the attitudes and values of readers unless fortified by other kinds of experience. She knows that one of the most potent forces at work in the reading process is the reader's identification with a character, usually a character of his own sex and age, and she orders many books that meet this requirement, wishing that more of these books were written with the power and artistry of the great books in the adult world. But she also knows that literature, like all the arts, has an ordering influence upon the minds of readers. The heritage of values in any society is crucial. That heritage must survive in some way and books are one of the important ways.

² Oakland Public Schools *The Language Arts Guide, Second Progress Report, Grades Ten, Eleven, and Twelve, 1951.*

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CONCERNING TEXTBOOK SELECTIONS

N. R. FEASLEY

Pacific Coast Manager, Henry Holt and Company, Inc.

Cases of textbook selection by lot, by color of binding, by date of copyright are on record. If the reporting of these is accurate, they can surely be explained by confusion or frustration on the part of the examiners. The task of evaluating and comparing the merits of books submitted by the various publishers has been overwhelming. Our suggested scheme of textbook evaluation is not offered as the only method of selection; there are others that may be as good or better. We do argue that it is better than none.

Perhaps the first question we should ask in our examination of a text should relate to authorship. Who wrote it? Who are they? Why should they presume to write in this field? Are they practitioners or pedants? Are they directly concerned with instruction of the subject? These queries having been answered, the next item of special interest is probably the preface. This is the authors' platform, their statement of philosophy and methodology, their promises, claims and hopes—yea, even boasts. The next point of inquiry might well deal with the table of contents. Do the authors seem to follow a well-defined plan? Is there a progression from simple to complex? Are the text divisions real-teaching-and-learning units, or are they typographical creations? Is the emphasis about right or have the writers indulged themselves in hobbies? These are some of the things the examiner will want to discover before he gets into the text proper.

We have not urged a study of the mechanical construction of the book and its copyright date. These omissions have been made consciously. Any reputable publisher follows standard specifications in the manufacture of his product and will make equitable adjustment to the users in case his bindery has not met these standards. As for copyright date, too much emphasis is already placed on the modernity

of books to merit more than mention of it here.

The preface has told the reviewer what has been done and why; the table of contents has shown the framework within which this method is cast. In order to measure the authors' degree of accomplishment, the examiner should read with great care several units—those in which she is especially interested or those which she knows are most difficult to put over. Is the text page attractive? Is it easy to read for those students with less than 20/20 vision? Are there center and side heads? Are there plenty of visual aids, have they been constructed with care, and have they been spotted through the text where they can help tell the story? Are there enough—but not too many—study helps? Are the activities varied in kind and difficulty to serve the students of varying ability? Are terms defined when they are first used? Is pronunciation provided for troublesome words in the text, in the index, or is this left to the seldom-consulted dictionary? Does the authors' aim seem to be to instruct or to indoctrinate? But probably most important of all: Do the authors know how to write? Is the vocabulary adjusted to the student reader, are the sentences short, and are the concepts within the reader's range of understanding? Does the authors' style reflect a friendliness, a warmth of understanding, or is it dull and heavy? If the teacher will supplement this minute examination of specific parts or units with an examination of topics picked at random from the index, she should now know much about the book she is studying.

The end material — index, glossary, tables, etc. — is important enough to warrant study also. If it can be done, it is most worthwhile to check student opinion against teacher opinion. The ultimate success of a textbook depends on student—not teacher—reaction to it.

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BOOK SELECTION FOR THE SECONDARY SCHOOLS OF SAN FRANCISCO

GERALDINE FERRING

*Librarian in Charge of Book Selection and Cataloging, Bureau of Texts and Libraries
San Francisco Public Schools*

Book selection in the San Francisco secondary schools is a cooperative process participated in by administrators, teachers, librarians, and students. Since we firmly believe that the school library is a teaching agency rather than merely a service agency, the basic factors influencing our selection in all instances are: the curriculum, the reading interests, the abilities, and the backgrounds of the students using our libraries.

We maintain a continuing book review program. Each school has a weekly delivery from the Bureau of Texts and Libraries and on every delivery each librarian receives a review copy of a recent book, to be returned in two weeks. This book she may read herself, and/or give to a teacher if she feels that as a subject expert a teacher is better qualified to judge the usefulness of the book. Often, too, after reading a book, the librarian may pass it along to students to get their reactions. When the books are returned to the Bureau of Texts and Libraries, the librarian includes a standard school library order card with complete bibliographic information, on the back of which is written an annotation containing a statement of scope and curricular value and a "Recommended" or "Not Recommended" judgment. Every book is sent out at least twice. Whenever two reviewers disagree, a book is sent to two others for verification of one opinion or the other. The review cards, each of which is signed by the person who reads the book, are kept in a current file and at the time of Book Committee meetings these are considered for inclusion on the official lists.

The following committees, composed of at least five librarians, with the Director of the Bureau of Texts and Libraries and the Cataloger, as ex-officio members, are active each year:

1. The Senior High School Book Committee.

2. The Junior High School Book Committee.
3. The Reference Committees (one junior, one senior).
4. The English Reading Committees (one junior, one senior).
5. The Reading Adjustment Committee (one junior, one senior).
6. The Magazine Committee.

These committees are responsible for the following lists:

Junior and Senior High School Book Committees:

Four annotated lists of new titles which are issued in October, November, February and April.

Suggestions of books recommended for these lists are due in the Bureau of Texts and Libraries on October 1, November 15, February 15, and April 15. According to custom, the Book Committees meet about two days following each deadline to review recommendations and to edit the order list. The librarians' suggestions are submitted on order cards in the same form as the review cards submitted each week.

When the book committees meet to review the recommendations they may take the following action:

1. Accept the suggestion as a book of interest to most of the schools, and include the title on the current list.
2. Recommend that the title be purchased for the school submitting it, but not to be put on the general list.
3. Withhold final decision until book is read or used experimentally by others.
4. Reject.

Books are sometimes rejected because the committees are uncertain of their suitability. If the person who submitted the book feels that the committees are in error, the selection may be submitted again with substantiating evidence. Books

once rejected are often reconsidered. The committees believe that it is better to reject an occasional good book rather than pass a poor one for possible purchase by nineteen schools.

Teachers and students in the schools are encouraged to submit suggestions. The librarians notify the teachers through the school bulletin when a book list is due. Teachers are not pressed for suggestions, but the participation of interested teachers is welcomed, and student reaction is always accepted.

Junior and Senior High Reference Book Committee:

The chairman of these two committees regularly submit reference titles which, in the opinion of their committees, should be included on the regular general lists.

Should there be several new reference titles worthy of purchase, a special reference list is compiled, but usually a "Reference" section at the end of the regular list suffices.

Junior and Senior High English Reading Committee:

Twice a year, in May and December, these committees issue a special list of books which, through experience, teachers and students recommend as the most useful and popular in extending the reading program.

The annual revised English Reading List is issued on May 15 of each year, supplemented, when funds are available, by a December 1 list which is a short one compiled from those new books found most successful during the fall term.

Junior and Senior Reading Adjustment Committees:

In the junior and senior high schools of San Francisco we have Adjustment Classes composed of mentally retarded students, generally below an 80 I.Q., from 12-18 years old, ranging from non-readers to those with 5th grade reading ability. Socially, however, their interests match their chronological age, and the Reading Lists for Adjustment Classes are carefully revised each year to include those titles considered best for their special needs, interests and abilities.

Magazine Committee:

Our magazine lists are revised each year. Teachers are invited to suggest new inclusions. To do so they are asked to submit a copy of the magazine and an annotation about it to their school librarian for transmittal to the Magazine Committee chairman.

The committee carefully considers the separate Junior and Senior High Lists, noting additions and deletions. Then at a joint spring meeting of all secondary librarians, they submit their revised lists for discussion. Adoption is based on majority approval of the librarians present.

Our librarians are not restricted to ordering only from these official lists. Should a librarian feel that a particular book, or several books, would be useful in her library she may send in order cards, together with a requisition. If the order is approved by the Director, the books are purchased for her school. However, in order that all may profit by these purchases, the librarian, after using the books, is asked to submit recommendations for those which she feels would be generally useful in all schools so that the Book Committee may include them on the next general list.

A master file is kept of all titles appearing on our approved lists so that we can check quickly at any time to see whether or not a title has been approved for our schools, and by whom it was recommended.

Frequent special lists are also compiled when needed. A visit to the city by a particular author may bring forth a list of his books suitable for school purchase. If a new course is introduced, a list of books appropriate to the subject will be issued.

In addition to book and magazine lists, there are also monthly pamphlet lists. Suggestions for this list, usually the pamphlet itself, are sent to one librarian who acts as a screening chairman. Each month she forwards to the Order Department briefly annotated suggestions which are compiled into monthly lists, issued from September through May. The librarians check these lists for their wants and return them to the Order Department where

they are grouped and ordered centrally. This relieves the librarian of small individual orders for pamphlet materials.

Whenever new editions and reprints are available, this information is made available through the general lists.

From these various lists then librarians are free to order the materials which they feel will be most useful in their schools. Ordering is facilitated by the inclusion of alphabetical index order sheets with each list. These sheets are checked and returned to the Order Department for processing thus eliminating the need for individual order cards except for replacements, added copies, and special recommendations not included on any of the lists.

Librarians are encouraged to visit book shops not only to become acquainted with new titles, but also to search for out-of-prints. Whenever a librarian discovers an out-of-print which has been approved but has been unobtainable, she may ask the dealer to put it aside. She immediately notifies the Bureau of Texts and Libraries

and mails in a requisition accompanied by an order card.

This book selection program is the product of ten years of experimentation through trial and error. It meets the criteria which the librarians themselves set up as their objectives:

1. Frequent provision of new materials.
2. Immediacy of selection in order to take advantage of current interest in books as reflected in the book reviewing media and current periodicals.
3. Freedom and flexibility in allowing librarians, teachers, and students all to make suggestions for book selection.

Meeting these objectives by this procedure has made book selection a continuing process, and the most important function, participated in by everyone, in the development of the library in the school. It has led, too, to the growth of a cooperative spirit between teacher and librarian in promoting a strong reading guidance program.

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CATALOGING TIME SAVERSANNE E. MARKLEY, *Associate Professor, School of Librarianship, University of California*

The librarian of the small college library, who may have several study halls a day to supervise, and whose only assistance may come from volunteer efforts of the library club or from students employed by the hour, has no choice in the question of whether to adopt short cuts and simplifications in library procedures. The only problem lies in deciding where to start. Since the reference, reading guidance, and book selection functions do double duty as public relations and library service outlets, it seems obvious that the first object of attack must be one of those operations that are performed behind the scenes, in order to release as much of the librarian's time as possible for the important person to person services. Because so much of the work of cataloging and classification has already been done by commercial and cooperative services, the printed results of these procedures can be purchased ready-made, as it were, and adapted to individual library requirements by student clerks working under professional direction and supervision.

The use of printed catalog cards is an obvious time-saver. If the library uses the Sears list of subject headings it will probably purchase Wilson cards because their subject headings generally conform to the Sears list. If Library of Congress subject headings are used the library should, of course, purchase Library of Congress cards. In either case, the printed cards should be compared with the book being cataloged to make sure the two agree in essential identifying features. The librarian should do this, adapting one card as a model and indicating classification numbers, book numbers, and added entry headings in such a way that the remainder of the set can be completed by student typists.

Subject headings, general added entry headings, and Dewey classification numbers suggested on Library of Congress cards are often too detailed or otherwise

unsuitable for the small library. Subject headings may be simplified by eliminating geographic subdivisions (especially U.S.), most form divisions after general subjects, and dates after subdivisions, except after *History*. Even after *History* names of eras or episodes are preferable to inclusive dates because they are easier to file. Many general added entries, particularly those for corporate names, translators, illustrators, and others whose contributions to the work may not be remembered, may be eliminated entirely. In modifying classification numbers, geographic, period, and form divisions may be omitted to correspond with simplifications in the subject headings.

On first thought, it may appear that such careful adapting of printed cards increases rather than decreases the cataloging time required of the librarian, but this is not so. The time-consuming procedures of determining the main entry, classifying, selecting subject headings, and describing the book have already been done; adapting these to local needs takes only a fraction of the time required for original cataloging, or even for copying a complete set of cards from the information furnished in a bibliography or printed catalog. In addition to this the simpler headings and call numbers are more quickly typed and are easier to file in catalogs and shelf lists. If cards for current trade editions are ordered at the time the books are ordered, cards and books will arrive almost simultaneously and the waiting time for new books will be reduced to a minimum.

Another behind the scenes time saver may be the elimination of Cutter numbers. This can be done successfully in a general library of 50,000 volumes or less, with the understanding that they can be added *en masse* to any particular class or group that seems to require them. If fiction is not classified, one has only to make sure that the filing elements, usually

author and title, are lettered plainly on the spine of the book. If accession numbers are used, they are sufficient identification for individual volumes and neither Cutter numbers nor copy numbers are needed for this purpose. If biographies are classified in B or 92 they may be subarranged by adding the initial letter of the name of the subject in lieu of a Cutter number, or the first few letters of the subject's name may be used if necessary. Further subarrangement may be effected by adding the date of publication or the author's initial. Other works classified according to Dewey may be arranged alpha-

betically by adding the author's initial (or several letters from his name if necessary) below the class number.

The great advantage of adopting such simple devices is that they can be learned quickly by students who can do the work under supervision while the librarian is going about his or her professional duties. There are, of course, many other processing modifications that can be used to speed the librarian's desk work and release valuable time for public services. These are examples of devices that may be adopted by even the smallest library at any point in its period of activity.

LIBRARIAN PARTICIPATION ON THE GENERAL CURRICULUM COMMITTEE IN JUNIOR COLLEGES IN CALIFORNIA

A year ago, at the request of Mr. Eugene McKnight, chairman of the Library Division of *The California Study of General Education in the Junior College*, a special investigation was authorized relating to the participation of the librarian on the general curriculum committee in junior colleges in the state. Librarians have long felt the need for such participation but have not always had the opportunity. A challenging statement from one administrator, Dr. W. Craig Thomas, Director of the Junior College at Compton, California, served to encourage the chairman to undertake this study. Dr. Thomas writes, "As an administrator I cannot conceive of a curriculum committee without a librarian on it. The library is the academic heart of the program, if the program is alive. If the program is dead, it probably does not need a heart . . .".

A questionnaire was sent to junior college librarians throughout the state, and a tabulation and summary of the returns has recently been completed. It is significant to note that among librarians answering in the affirmative, librarian participation on the general curriculum committee is active and rewarding. It is thought that direct quotations from librarians who have enjoyed this opportunity may serve to encourage other librarians to seek it. If

participation on the curriculum committee serves only to give the librarian an opportunity to express and share ideas with administration and selected faculty (and actually it accomplishes far more than this) her presence there is more than justified, and a strong argument for her inclusion is voiced.

High school or junior college librarians who are interested in fostering librarian participation in this field may secure copies of this study by writing to Miss Elizabeth Neal, Librarian, Compton College Library. Following is a summary of the headings under which the study is developed:

1. Composition of the Curriculum Committee.
2. Committee: how appointed.
3. Term of service.
4. Extent of participation of librarian on general curriculum committee.
5. Librarian: how appointed.
6. Advantages of librarian participation on the committee (with direct quotations from librarians).
7. Disadvantages of nonparticipation on such committee (with direct quotations from librarians).

Submitted by Elizabeth Neal,
Librarian, Compton College Library.

California librarians who participated in the compiling of titles for the new *List of Library Materials for Junior Colleges* may be wondering how the List is progressing. The editor, Mr. Frank J. Bertalan, reports that he expects to have final copy submitted to the publisher, the A. L. A., sometime this winter. The List should then be ready for distribution by the A. L. A. in the spring of 1952.

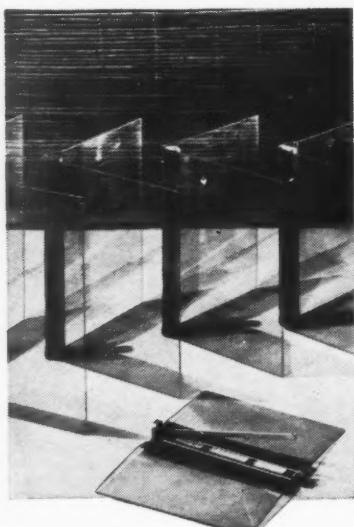
Approximately 100 institutions have participated in this extensive undertaking. Some schools suggested only outstanding titles; others merely listed their entire library holdings in the different fields without being selective in their work. For that reason, therefore, the preliminary lists in the various subject fields are now being reviewed by selected faculties in a number of junior colleges.

To decide which junior college faculties should do this reviewing, 15 or 20 authorities were consulted in an effort to learn in which institutions there existed

particularly strong departments in all of the subject areas. Thus a correlation can be made between the frequency of nomination of a particular title and the respective ratings given that same title by three carefully selected reviewers.

Miss Luella Wiens, librarian at Hartnell College, writes, "Because biographical information for little known authors is often difficult to locate we have found it very useful to paste the author information from the book jackets on a sheet of binder paper and then keep these sheets in alphabetical order in binders. This makes it easy to add more names in the proper order and yet permit the binders to be on the shelves with the other biographical books."

Another way to keep these clippings is to file them in envelopes, one envelope for each letter of the alphabet, and store them in the vertical file or in cardboard pamphlet boxes.



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MARADOR PLASTIC BINDERS

MY STORY—FROM SELECTION TO CIRCULATION

A. BOOK

MRS. GENEVRA S. WILLEY, *Parker Elementary School, Oakland*

I

A table in the corner of the professional library can be a dreadfully quiet place. I was in a neat row and my friends beside me said that soon I would be carefully examined and judged. When I was first printed I was sent as a publisher's copy to the Director of Libraries. Several members of the Elementary Library Book Evaluation Committee read me and liked my colorful illustrations and good print. My story made them chuckle.

I wanted very much to be selected by them. I felt sure fifth and sixth grade boys and girls would enjoy reading me. Fourth grade children would like to hear me. I felt I was a suitable and desirable book.

The group of teachers who had read me met one afternoon. I was very excited inside my red covers for I did want to be chosen for their Basic Book List. I could not be in their school libraries until I had been approved. So I straightened my spine and listened closely.

I was happy when they agreed they liked me. They did not choose me because I had red covers and they had laughed over me. No sir! I had to REALLY be good.

1. They decided that the material inside me was accurate and up-to-date.
2. That I could develop desirable attitudes and appreciation.
3. That I could instil an unbiased viewpoint.
4. My vocabulary, sentence structure, form, diction, were all appropriate for the age of my readers.
5. My size was fine, I was well bound.
6. I was printed on good paper, I had wide margins and my type was clear.
7. My illustrations were bright and fun to look at.
8. My author has written many good books for children.

9. I had been mentioned in Booklist, Horn Book and the Library Journal.

II

I was on the large display table for new books and the fellows next to me told me the noise I heard meant that teachers had arrived from three different schools to look at us that afternoon. Now that I was approved I hoped they would choose me. I could hardly stay quiet in my row. My pages almost bounced out of my red covers. But I was on my best behavior.

Two teachers came near me, one picked me up and they looked me over carefully and one said, "This is just the kind of a book that my fifth grade boys and girls would enjoy." And throughout the rest of the afternoon I was fairly dizzy being picked up and laid down. Some chose me and others did not. I wished they had all liked me as well as the first two teachers did. But I was happy to know that I would be in one school library.

The teachers all had small pads of book order slips that looked like this:

Author

Title

subject grade reading level

Publisher..... Date.....

Price per copy.....

Teacher's Signature

They wrote all the information about me on the slip. It was a very "wearing" afternoon. All the neat rows were in jumble and books were crowding me from all sides. But in the morning I knew I would be in a neat row again, ready for the next group of teachers.

III

Before the teachers left at five p.m. they gave their slips to the teacher-librarian. That evening she arranged all the slips in alphabetical order by author. They

were copied on paper by author and title and the number of requests for each book was noted.

From this list of books the Basic Book List was checked. If the library had the book the slip was marked in red, "HAVE" and sent to the teacher who made the request. All the books ordered were marked in the Basic Book List "ordered." The prices were checked and if any book had a paper cover the price was changed to the Prebound price. The slips were then arranged according to publisher or the book agency carrying certain publishers which were not ordered individually. These lists were typed by the librarian and then given to the school secretary who made the final book order in triplicate, and the requisition which was attached to each sheet. They were then sent to the Purchasing Department.

I made it! I got my name and author's name on the book order. The librarian ordered two copies of me, for she had five requests for me. I knew I was a good book and I was pleased.

In due time I arrived at the Central Cataloging Office. Here I was cataloged, with cards made for author, title and subject, which will be sent to my school to be filed in the school catalog. I was not given an accession number, just a copy number. On a card in the master file, under my author's name, my name was listed, the name of the school, and the number of copies sent there. My author letter was put on my spine, and then I was put on a shelf, with other books for my school. Soon a clerk typed a list which gave the author and title of each of us

and we were packed for delivery. The list, and a note which said "You are receiving twenty books from the Cataloging Department," together with a neat roll of our book jackets, were put in the box with us.

V

The moment I had been looking forward to had come. We arrived at the school. When the librarian opened the box and found my name on the typed list she was glad. I enjoyed the delighted exclamations of the boys and girls who unpacked the box, when they saw me. They found my book jacket, cut off the "blurb" and pasted it inside my front cover. The librarian erased the word ORDERED in front of my name on the BASIC BOOK LIST and put the author letter, and "copies 2" there instead.

All the new books were on display in the library for a week. Then with four other new books suitable for a fifth grade we were sent to a fifth grade class with a note that said "You are receiving five new books to be used for two weeks. At the end of that time they will be called for by a student librarian." The cards which had been taken from our pockets were charged to the teacher of the fifth grade class. They were filed under the heading NEW BOOKS.

When the teacher of the class saw me she said, "I am glad that this book has come." She called to a boy with red hair, though not the color of my bright red covers, and said, "I know you'll enjoy this new book. You may read it this next hour during our free period." He looked as happy as I felt.

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LIBRARY SCHEDULE

MRS. FLORENCE GARDINER, *San Leandro High School, San Leandro*

In order to stimulate a wider interest in the use of the library in San Leandro High School, every teacher is given a mimeographed bulletin at the beginning of each semester which states the aims and purposes of the library service and asks whether or not scheduled library periods for classes are desired. We operate on a "first come, first served" basis, and it is gratifying to report that the response

is so prompt that before the week is over our program for the term is complete. Social Problems, History, English, and Science classes have time assigned as a matter of course, but the schedule also includes classes or groups from Art, Public Speaking, Stagecraft, Journalism, Music, and Shop. In addition, there is always space provided for those who come with individual assignments or recreational reading.

BULLETIN No. 1

LIBRARY SCHEDULE

Would you care to have a scheduled library period every week or less often for:

1. Each one of your classes.
2. Some of your classes.
3. Groups from your classes.

Library periods or contacts are valuable to the pupils for they:

1. Provide opportunities for voluntary reading and exploratory activities during school hours.
2. Provide the opportunity for pursuing assigned reading and reference.
3. Provide the opportunity for library instruction when requested by the teacher.
4. Enable the students to enrich classroom work.
5. Encourage students to become potential users of public libraries.
6. Enable the students to contact the library during school hours.

If you do not care for scheduled library periods, groups or individuals may be sent to the library any period, but they must present admit slips to the library assistant and they will be supervised to see that they are doing their assigned work.

Teacher's name.....

Please check whether or not you wish a scheduled library period for your classes:

YES.....

NO.....

Check the days, period, and frequency of scheduled library periods for your classes:

Grades and subjects	Entire class	Groups from classes	Days First choice	Days Second	Period Frequency
.....
.....
.....
.....

Please return the lower section of this notice to my office box by LIBRARIAN

This Bulletin No. 1 is followed by another bulletin, Bulletin No. 2, which explains what is expected of the students in regard to their library procedure and conduct. After the library schedule has been arranged for the term, the librarian sends a copy to each member of the faculty.

BULLETIN No. 2
LIBRARY SCHEDULE

Your classes have been given a library period on the days and weeks indicated below:

ENTIRE CLASS

1. If the entire class has a library period, please ask the pupils to report directly to the library. Assignments that are to be worked on in the library should be made the day before the scheduled library period.
2. Teachers are expected to accompany the group, assist the students in their reference work, and maintain *discipline and order in the group*.

GROUPS FROM CLASSES

1. Groups from classes should report first to their classroom.
2. The pupils who have been given admits will be expected to remain in the library until the end of the period.

INDIVIDUAL PUPILS

Individual pupils from a classroom may report to the library on any day even if the class does have a scheduled library period. Such pupils must present individual permits to the library assistant who is stationed at the desk near the door. All permits must carry the teacher's signature and the time the student leaves the classroom.

When the pupils leave the library, the permit must have the librarian's name, and the time the student leaves the library. All admit slips for students who do not return to a classroom will be placed in the teacher's boxes at the end of each period.

PLEASE INSTRUCT YOUR PUPILS:

1. To enter the library quietly and in an orderly manner.
2. To work quietly and individually without talking to neighbors.
3. To push the chairs up to the tables when they leave the library.
4. To work until the end of the period.
5. To remain seated until the bell rings.
6. To leave books and magazines, that were used, on the tables at the end of the period.

If you do not plan to use your periods during some weeks, please notify the librarian a day in advance, so that arrangements can be made to accommodate classes of other teachers who may wish to use the period.

No matter how inviting the room or how cooperative the teachers, every librarian is imbued with the desire to attract more and more readers, and we have found that regularly assigned period in the library provide a means to that end.



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for every school library

<input type="checkbox"/> The Literature of the Piano, Ernest Hutchesson. Guide for amateur and student..... \$5.00
<input type="checkbox"/> Music for the Voice, Sergius Kagen. Excellent reference book, descriptive list of concert and teaching material..... 5.00
<input type="checkbox"/> Music and Man, H. D. McKinney. General outline of a course in music appreciation based on cultural backgrounds; includes annotated lists of books on special subjects and phonograph records..... 3.00
<input type="checkbox"/> Masters of the Keyboard, Willi Apel. Brief survey of pianoforte music..... 5.00
<input type="checkbox"/> Shaping Forces in Music, Ernst Toch. Essays on harmony, melody, counterpoint, form in music; a record of a contemporary composer's thoughts on problems of his craft... 5.00

LIBRARY EXHIBITS

There are eighteen members in the Library Club of Antioch High School, who, among their other duties, are responsible for making attractive displays to advertise books in the hall showcase as well as in the library. This club which works under the direction of Mrs. Agnes Bonde, the school librarian, reports that they have a collection of more than sixty dolls, representing historical and fictional characters, which they use in making their exhibits. The following are some of the exhibits which they have prepared in the past year or two:

MARK TWAIN EXHIBIT

1. Dolls used: Mark Twain; Tom Sawyer; Aunt Polly; Huckleberry Finn; Becky.
2. Yard with white picket fence around it; a little red school house in opposite corner.
3. The scene: Tom Sawyer is painting the fence; Becky is going into schoolhouse; Huckleberry Finn stands by a pond in the background; Aunt Polly is standing in the yard; Mark Twain is walking up the street.
4. A list of Mark Twain's books is on the bulletin board back of the scene.
5. Book marks, to distribute.

SHAKESPEARE EXHIBIT

1. Dolls: Shakespeare; Othello; Hamlet; Sir John Falstaff; Romeo; Juliet.
2. Pictures from file on Shakespearean theme.
3. Books on subject arranged around dolls.

FARM AND RANCH TABLE

A set depicting ranch—fence, house, cowboys, green trees. Ranch and cowboy books placed around exhibit.

SEA STORY EXHIBIT

(Arranged in glass exhibit case)

1. Doll: Captain Ahab.
2. Scene: A model ship; fish net in background; cattails, frogs, etc. on one side. Book jackets on sides of glass case. Fish pasted on glass, with a large one at top, labeled "Be a Book Shark."

FOOTBALL SCENE

Green field, players and goal posts. Lists of stories about football.

PRESIDENTS

Dolls dressed to represent a president and his wife; a table and chairs. Books about this president, grouped around the scene.

UNITED NATIONS

1. Map of the world in background with flags pinned on the countries.
2. Foreign dolls on table, with books of various countries around them.
3. Bulletin board, with posters and book jackets of books about United Nations.

HORSE STORIES EXHIBIT

On back of exhibit case a water color of a country scene. In front of it, on a grass mat, a metal windmill and water trough made in metal shop; at one side a house with white fence around it, a pasture full of pottery horses. Book jackets of horse stories on sides of exhibit case.

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The Student File

When a student, transferring to another school, presents a slip with the question, "Any library books checked out?" can you answer immediately and with little trouble to yourself? When an English teacher wants to know if Johnny is checking out reading books, can you tell her? Do you know whether books are being returned on the date due? Can you put your finger on the habitual offenders? Can you tell inquiring students whether or not they have more books out at one time than is permitted? The solution to all of these time-consuming problems is the Student File.

One student file librarian has no other duty except to care for this file, a series of 3 x 5 cards with names of all pupils in school alphabetically arranged. When a pupil charges out a book, his borrower's card is checked with his Student File card, the date and accession number being added to the latter. When the book is returned, that date is also stamped on the Student File card.

A glance at the File card will answer all the questions listed above. If accession numbers are stamped on the book pocket as well as on the borrower's card, fewer mistakes will be made by student librarians. They have only to match the two numbers and need not look at the book title or copy number. A single card will take care of forty double entries.

The work involved in setting up the Student File pays off the first week of its use.—MARY SANDS, Lincoln Junior High School, Sacramento.

The Library Reading Circle

The Library Reading Circle encourages free reading with guidance in desirable channels. There is no questioning or reporting, no formal organization. However, books must be selected according to the following classifications: one-half of the books, fiction; one-fourth, history or biography; one-fourth, science or fine arts. Each school may set up the number of

books that must be read in order for a student to qualify for a Reading Circle Certificate. On a small mimeographed form, the pupil circles his grade (7, 8, 9) and kind of book (F, H, B, S, FA), writes the author, title, his name and grade section on the lines provided. He then drops the slip into a box kept at the charge-out desk.

The Reading Circle Librarian makes out a card with the student's name on it, records the author and title in the proper place and adds his card to the alphabetical file. Mimeographed certificates using the school seal as a part of the design and signed by the principal, the librarian, and the home room sponsor are presented to the pupils reading the required number of books.

The Reading Circle moves slowly at first, but, without pressure, it gains momentum. Many students who formerly read very little, have become avid readers through this painless process. Best of all, they usually feel that the accomplishment is completely their own!—MARY SANDS.

Short Cuts in Cataloging

Much time can be saved in getting a new shipment of books into circulation in a hurry, if, after classifying and accessioning the books, a unit shelf card with full information about the book is made. Later on when the books are on the shelves, the other cards may be typed.

Unless analytics, series and content notes are needed, our catalog cards contain only the following essential details: author (without birth and death dates), title, edition, some illustrators, publisher, copyright date, and paging. Subject headings are listed on the bottom of the author card.—CECELIA MYRLAND, Pittsburg Junior High.

Publicity

Our *real* publicity takes place during Public Schools Week. School is more or less on an Open House basis then. One day a tea is given by the Foods Department following a public program. *Library*

publicity is brought about by: (1) two corridor bulletin boards; (2) dressing the exhibit window for two weeks (usually around Book Week); (3) a librarians' dance once a year; and (4) a library section in the school publication which is issued quarterly.—MARY SANDS, Lincoln Junior High, Sacramento.

Aimee Hinds, Branciforte Junior High, Santa Cruz, would appreciate receiving some helpful suggestions in regard to the following problems and practices: (1) Successful methods for getting pupils to pay for lost textbooks; (2) Student help on the junior high level; (3) Good systems for handling textbooks; (4) Social science and English projects in the library; (5) Junior High Library activities—clubs, teas, etc. (Suggestions may be sent to the editor for publishing in the May BULLETIN).

Bulletin Boards

This original poem may be used as a basis for a bulletin board dressing:

*There are so many things to know
In books of every kind;
Reading them will help you grow,
And they will S-T-R-E-T-C-H your
mind.*

This requires a lot of letter cutting. Placed in the center of a large bulletin board and surrounded by jackets from books on many subjects labeled: Science, Fundamental Facts, Adventure, Humor, Religion, Great Persons, etc., it makes an attractive display.—MARY SANDS.

Fines

After inheriting a fine system of the usual two cents a day variety, I find many of my bookkeeping problems eradicated by the inauguration of the following variation on the same theme:

If, when an overdue book is returned, cash is paid, we charge only one cent a day. We do not charge for Saturdays, Sundays, holidays, or days absent from school. No student ever pays more than twenty-five cents for any book. If, on the other hand, overdue books are returned unpaid and we have to keep a record of dues, we charge the usual two cents a day. Each

child's record is kept on a separate waste card and filed in my homeroom. Quarterly fine lists are sent to the homerooms. I have found that my fine bookkeeping has been cut just about in half.—AIMEE HINDS, Branciforte Junior High, Santa Cruz.

Tricks of the Trade

Whenever I find a good short review or interesting note on a book which I am ordering, I cut it out and paste it on the back of the order blank. This note serves to refresh my memory of the book when I begin the cataloging process. Since these book order slips also serve as our accession record, we can refer to them at any time for information regarding the theme of the book.—VERA DENTON, Hamilton Junior High, Oakland.

At Hamilton we ask the art department for all of their scraps of colored paper which we cut into strips the right size for book markers. These are kept in a container at the charging desk for students when checking out books. In order to lend a more festive touch at the Christmas season, the students bring old Christmas cards which are cut up and used as book markers.—VERA DENTON, Hamilton Junior High, Oakland.

To avoid the necessity of checking through the circulation file each time a student transfers to another school, we mark a blank student directory each day, giving the date due for all books issued. Dates are cancelled when books are slipped for shelving. This also gives the answer when a student asks how many books he has out and when they are due. —ADA FULLER, Watsonville.

Hazel Cox, librarian at Havencourt Junior High School in Oakland gives the responsibility of the charging desk to class room librarians instead of the current library assistants. As a result, all members of the English classes scheduled to the library for instruction and free reading are given the opportunity to become acquainted with circulation desk practices and the book authors and titles as well.

NEWS NOTES

SACRAMENTO — The School Library Association of Sacramento, an active organization of all school librarians in the city, honored Miss Mabel Gillis at a dinner meeting just before her retirement in June. The Association voted to contribute to Care-UNESCO Children's book fund. Three sets of books have been sent so far and more are on the way.

Miss Jewel Gardiner, professional librarian, motored through Mexico again this summer, and showed beautiful colored slides of her trip at the first meeting of the Association in October. Mrs. Carma Zimmerman, newly appointed state librarian was a special guest. Miss Gladys Cullin, exchange teacher from Montreal, Canada and Superintendent of Schools William Burkhard and Mrs. Burkhard were also special guests.

Miss Dorothy McGee of Theodore Judah Elementary School served as children's librarian in the demonstration school at San Francisco State College during summer session. Miss Bernice Braden of American Legion and Miss Eleanor Bolton of Crocker elementary schools, attended Library school at San Jose State during summer session.

Miss Marguerite Hurle of David Lubin Elementary became Mrs. James Clayton. Miss Adeline Masterson became Mrs. Fred Castro. Both are continuing in their positions. Miss Ida Belle Craig of Kit Carson Junior High traveled in Mexico during the summer. Mrs. Donna Knaack of Stanford Junior High and Mrs. Florence Gardiner, of San Leandro High School, Oakland, spent the summer in Guatemala.

KERN COUNTY — We all know that librarians, as a group, are very modest, but I didn't realize that the lights of Kern County School librarians were so completely hidden until I began to hunt for news in the *Bulletin*. I have since learned that JUDY GEMMEL "retired" from the job of librarian in the Education Division Personnel of Kern County in November 1950 to take up the more pleasant duties of a housewife. She manages to fill her idle hours (if any) with church and University Women's Club affairs. MARTHA ALLISON, former technical librarian at the Inyokern Navy Base has replaced Judy. Martha spent a portion of her summer vacation in Baja California, but privately admitted that the very best part of the summer came after she returned to the patio of her own home.

EDNA DURGY wrote from Taft City Schools Library that her summer was a pleasant, restful one, enjoyed mostly at California beaches, and then added that she had attended the California Library Association in the bay

area and had enjoyed it for the first time, after which she explained it was her first library association meeting.

I telephoned GLADYS STAGER of the Bakersfield City Schools Library to ask how many exciting things had come her way this summer. I could almost see her smile as she told me that two years ago she had this job, and had kept the *Bulletin* filled during the year with the activities of Ben Evans and family. I told her I might be able to bring them back in this year's *Bulletin*, but it seemed a little early now, as he is not due back from Norway until September 1952. But we are proud of Ben in this district, and he and his family have had such a glamorous, adventuresome two years that we all bask a little in the same light just because we know him. BERNICE BRADDON has been acting District Supervisor of Library Services in his absence which has kept her fairly busy. However, Bernice always takes extra duties in her stride, and even teaches square-dancing several evenings each week, takes hiking trips over weekends to enlarge her colored slides collection, went to Yosemite Valley during the summer, and finished her vacation with a trip to Victoria and up Vancouver Island. But she shrugs all that off lightly, as she promises to have some real news for us next summer when she plans a mule trip into the hinter lands. DOROTHY WHEARTY, District cataloguer, and right hand to Bernice, also went to Canada via motor, but didn't think it worth mentioning. When I went, in 1946, I wrote on my District service record that I'd been traveling in a foreign country.

Reading the news these days is not just skipping over the headlines for CHRISTINE MASTAIRE of East Bakersfield High School Library, for with a sister in Pakistan, she is keenly interested in any assassination or oil leak that may occur in some of those hard-to-pronounce countries. JOHN WETZLER of Arvin High School Library doesn't read the Korean news with lack of interest either. Having spent a life time (?) there, circa 1945, he knows many of the hills we are fighting to hold, and remembers the inhabitants as people rather than just Koreans.

My own vacation was uneventful, the only thing out of the ordinary being a ticket for over-parking which I received while I was working on a project at the County Library!

—Goldie B. Ingles, Bakersfield.

Miss Ruth E. Fletcher, librarian of Acalanes High School, Lafayette, enjoyed her trip to Canada last summer. She visited Vancouver and Victoria, as well as Crater Lake on her way home.

Mrs. Wilma Rogers is the new librarian of Truckee Unified High School District. Mrs. Martha Cory, librarian of Auburn Union Elementary Schools, was among those who studied at San Jose State College Library School last summer.

Mrs. Gladys Toomey of Walnut Creek Elementary School reports a most interesting summer spent in Alaska.

The many friends of Ethel Bell, formerly librarian of Claremont Junior High School in Oakland will be happy to know that she is again working in the Art and Drama Section of New York Public Library. At the moment she is busy preparing an audition file of try-out material for actors.

Mrs. Vivian Spencer, librarian, Visalia Senior High School, was married to Robert Gates of Visalia on August 26, 1951.

SAN JOSE STATE COLLEGE — Miss Barbara Wood, Head of Circulation Department, is on leave taking her Master's Degree at the University of New Mexico.

Last summer Mr. Bruce Munly of the Reference Department spent three months in Holland, France, Austria and Spain. Miss Fern Shields of the Order Department also traveled extensively in Europe.

Miss Virginia Harden, formerly Reference Assistant, is now Army librarian in Germany.

Miss Aurora Olafson, serials librarian, died suddenly last September.

Miss Virginia Harden, formerly Reference Room Staff will leave on the nineteenth of December for Bombay, India, to become the bride of Shanti A. Vora, statistician for an oil company.

Two new men have been added to the staff: Mr. William Reed, who received his M.A. from the University of Denver, is now assistant in the Reference Department; Mr. Leland Windreich, graduate of the University of California Library School, is assistant in the Arts Reading Room.

Mrs. Marian Dodson Pack and Mrs. Dorothy Gordon Lawton have joined the staff on temporary appointments.

Mrs. Frances Hichborn Purser with her husband and two small sons have left Alaska and are spending the winter in Santa Cruz.

Two of the 1951 library school graduates, Miss Orma Quinly and Miss Maxine Books, have positions in San Francisco School libraries. Miss Dorothy Harvey, class of '48 transferred from the Oakdale Union High School to the Presidio Junior High School in San Francisco.

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Miss Geraldine Ferring of the Bureau of Texts and Libraries in San Francisco was visiting instructor in the Department of Librarianship during the six weeks summer session. Doris Gates Hall was also on campus giving courses in Children's Literature.

RIVERSIDE—Mr. John Canario, now librarian at Riverside College, formerly assistant librarian for Sacramento County Schools Library.

Miss Rosa McKusick, now assistant librarian at Riverside College, formerly in the Reference Department at Occidental College.

Mrs. Eleanor Pfau, now assistant librarian at Riverside Elementary Schools Library, formerly librarian in a Lodi elementary school library. This past summer she completed work on her master's degree at Chicago.

Miss Myrtle Haughn, now assistant librarian at Riverside Polytechnic High School Library, formerly assistant librarian at Riverside College.



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